

Module 8.2

What Do We Do About the Language Standards?

Pages 259–277

Estimated Time: 1 Hour, 5 Minutes



Prior to Meeting

- Have participants read pages 259 to 277, beginning at the section titled “What Do We Do About Vocabulary?”
- Remind participants of their assignment from Chapter 8, Module 1.
- Ask participants to focus on a student similar to Melissa. This student might exhibit one or more of the following characteristics:
 - Difficulty retaining or understanding new words
 - Exhaustion from trying a variety of methods of studying that have not worked

Materials You Need for This Module

- PowerPoint slides for Chapter 8, Module 2
- Copies of the Standards for Motivation and Engagement
- Copies of the Anchor Standards for Language (Grades 4–6)
- Chart paper
- Markers (three colors per participant or group, if possible)
- Access to the Internet, if available

Segment One: Introduction (10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3**. Explain that while there is not a specific element of the description of college- and career-ready students devoted to vocabulary use, the description does mention that students should be able to use “a wide-ranging vocabulary.”

3. Project **PowerPoint Slide 4**. Have participants turn and talk to a partner:
 - How do you teach vocabulary?
 - Where do the words you teach come from?

Segment Two: Thinking About Vocabulary Instruction (Approximately 20 Minutes)

1. Project **PowerPoint Slides 5, 6, 7, and 8**. These slides show word walls in four different classrooms. Ask participants to discuss these questions:
 - What is the purpose of a word wall?
 - What are some other methods you might use to create a word-rich classroom? How does such a classroom promote learning about language?
2. Place participants in groups of 3 or 4 and have each group reread pages 263 and 264 regarding research about vocabulary instruction. Ask each participant to share with the group one way in which these research findings encourage him or her to change, modify, or continue a current practice involving word learning. Suggest that participants share specific classroom strategies as they discuss. Then ask for volunteers to share with the whole group.
3. On pages 269 and 270, Mr. Crawford came up with ways that he could change his approach to teaching vocabulary. Have participants reread the list and ask for volunteers to share one item from the list that they might incorporate into their own teaching.

Segment Three: Making and Discussing a Word Web (Approximately 30 Minutes)

1. Place participants in pairs for this activity. Give each pair one sheet of poster-size paper and markers of at least three colors (this activity can be completed with only one color, as well).
2. Project the sample word web on **PowerPoint Slide 9**.

Note: This slide is animated in order to demonstrate the order in which a student might create a word web. You may show the animation or just show the whole sample word web all at once.

3. Project **PowerPoint Slide 10**. Ask each participant or pair to choose one of the words on this slide and write it in the center of the paper in a circle. Once participants have chosen a word, project **PowerPoint Slide 9** again and point out the word “excavate” in yellow to show the placement of the word.
4. Using a second color, have each participant or pair make a second circle of words (such as the red words on the projected sample web) around the center word. Participants should use some or all of the following possibilities:
 - antonyms
 - synonyms
 - roots
 - word cousins
 - prefixes
 - suffixes
 - parts of speech
 - tricks and tips (for remembering the word’s meaning)

5. Using a third color, have participants add a third ring of circled words (note the placement of the white words in the sample on **PowerPoint Slide 9**) specific to the center word. If participants have access to the Internet, they may wish to look up their chosen word's etymology or precise definition. They may also consult with other participants.
6. Once the word webs are complete, hang them on walls and invite participants to walk around the room and examine the webs.
7. Follow the observation period with the following questions:
 - What did you learn about your word? What did you learn about someone else's word?
 - How does creating a word web differ from an activity designed merely to help students memorize a definition? How might the consideration of prefixes, suffixes, or roots, for instance, translate to learning about other words?
 - A word web takes time to create. How could a teacher maximize this time by choosing particular words for study in this way? What kinds of lists of words might promote greater understanding about language in general?
 - The Anchor Standard for Language 4 suggests that students also need to understand word meanings "by using context clues." How can a word web be combined with contextual word appearances to reinforce student learning about words in context?
 - How can this activity lead to greater engagement from a struggling or disengaged learner? What do you see as potential pitfalls or obstacles in this activity that could be present for struggling students and how could a teacher overcome them?
8. Direct participants to examine Anchor Standards for Language 4, 5, and 6 detailed on page 263.
 - How does this activity meet elements of the standards?

Note: As a follow-up activity, participants may wish to revisit the grade-level standards that accompany each of these anchor standards and consider this question more deeply.

Segment Four: Respond in Your Learning Log (Approximately 5 Minutes)

Note: Because this is the final module, there is no "in the classroom" assignment. You may, however, wish to discuss how this module could be carried back to the classroom.

1. Project **PowerPoint Slide 11** and read aloud Mr. Crawford's words.
2. Ask participants to respond to the slide in their learning logs.